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ABSTRACT

This scope and sequence is intended to provide direction for Arizona's schools in developing citizenship education programs. The first part of the publication discusses the state's philosophy of citizenship education. Citizenship in its broadest definition is membership in a group; it is a condition of belonging. For citizenship to be observable or identifiable, it must be manifested in some form of action or behavior. These two aspects, belongingness and action, provide the bases for Arizona's citizenship education model. The goals of citizenship education, discussed in the second section, are to help the student: (1) understand self in relation to others, (2) understand the ways people organize and adapt, (3) understand the development of Arizona and the United States, and (4) apply knowledge in making rational civic decisions. The third section, which comprises over half of the publication, contains scope and sequence charts indicating the level--primary, intermediate, junior high, senior high--at which particular citizenship skills are emphasized. The publication concludes with a brief discussion of how to evaluate students' effectiveness as citizens. (RM)

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BASIC SKILLS

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BASIC GOALS AND A COURSE OF STUDY IN CITIZENSHIP — THE OTHER THREE R'S

October 1980

Arizona Department of Education
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PREFACE

The series of booklets *Basic Goals and a Course of Study* . . . prescribes the goals for the Basic Skills Plan in the State of Arizona. These booklets are required by the State Plan for Basic Skills The goals embodied in these books are the basis for the development of thc basic skills activities. In the case of communication and computation, these goals are also identical to those required by State law for the selection of textbooks and the course of study.

It is our sincere hope that the creation of this comprehensive system of goals and objectives for everyone will challenge schools to adopt these or similar goals. The creation of learning goals such as these should become the basis for comprehensive coordinated educational systems.

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FOREWORD

Basic Skills in Arizona are communications, computation, and citizenship skills in a lifelong learning process. This simple statement is a major theme in Arizona education. Arizona educators have long recognized the necessity of students having a good foundation in communications, computation, and citizenship. The general public has recently been calling for an even greater emphasis on the basic skills.

The books in this series, *Basic Goals and a Course of Study . . .* , are the focus for the Arizona Department of Education's efforts in developing basic skills programs for Arizona schools. These books are designed for the educator to graphically display the skills in the basic skill areas expected of students in Arizona public schools. They also are the basis for the Arizona Department of Education's development of basic skills activities which will be available to all Arizona school districts.

It is my sincere hope that, with the publication of these basic skills goals, in English, Spanish, and Navajo, we have challenged all public schools in Arizona, no matter what their location or student makeup, to place even greater emphasis on these basic skills.

ACKNOWLEDGMENTS

The Arizona Department of Education wishes to acknowledge two distinct groups in the completion of this document. Initially the document was conceived by a committee of school and community individuals who established citizenship goals and objectives, recommended the content for the scope and sequence, and created the teaching and operational philosophy.

The Members of this Basic Goals Committee were:

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Revisions of the initial document for publication involved a second committee which reviewed the document for consistency with the other Basic Skills documents.

The Members of this Committee were:

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In the Fall of 1975, Superintendent of Public Instruction Carolyn Warner established a Statewide Advisory Committee to identify Arizona's education needs and to set priorities. The results were published in a booklet entitled *If You Don't Make A Difference, Who Will?*

In the Spring of 1978, 250 citizens from throughout Arizona met in 10 regional sessions to identify specific educational competencies for high school graduates. This Advisory Committee represented school administrators, teachers, students, board members, parents, business people, labor leaders, community organizations, and government leaders. A total of 103 necessary competencies were identified. Basic skills were given highest priorities. Basic skills centered on three academic areas: communications, computation, and citizenship.

In January of 1980, a Citizenship Education Task Force of the Arizona Department of Education met to identify the competencies and skills of one of those basic skills–citizenship. This publication is the product of that Task Force's effort. The intent is to provide direction for Arizona's schools in developing citizenship education programs.

Investigation of schools that have taken positive steps in developing citizenship education programs indicates that a number of significant changes have occurred. Schools record that vandalism has been reduced; students' attitudes toward school have improved. Principals report that they have fewer discipline problems and more time to spend in positive relationships with students. Positive school spirit often becomes a by-product of increased involvement of the student body in the concerns and problems of the school, and one of the most significant changes is the improvement of trust level and community belongingness between students and the adults with whom they relate. All of these result in providing a healthier school setting in which academic achievement can be fostered to its maximum. (Information regarding districts' programs is available at the Arizona Department of Education.)

The ideas presented in this document are recommendations and are not to be exhaustive of the possibilities. Obviously, considerable effort will be needed to translate this document into day-to-day instruction. It is hoped that the time, effort, and serious deliberation of this task force has resulted in providing a meaningful focus toward that end.

BASIC SKILLS IS COMMUNICATIONS, COMPUTATION, AND CITIZENSHIP IN THE LIFELONG LEARNING PROCESS.

Citizenship in its broadest definition is membership in a group; it is a condition of belonging. For citizenship to be observable or identifiable, it must be manifested in some form of action or behavior. Any individual action whether done alone, or with others, that has consequences to the group can be defined as citizenship behavior. Hence, citizenship can be active or passive, positive or negative. These two aspects, belongingness and action, provide the bases for Arizona's citizenship education model.

As a result of citizenship, rights are conferred upon the individual members of a group and responsibilities to the group are expected of its members. A major premise of this publication is that behavior based on the concepts of rights, respect, responsibilities are most likely to result in positive consequences to both the individual and the group.

Citizenship behavior is not limited to adults and does not apply only to governmental functions. Citizenship action occurs when people of any age act or interact to make decisions or implement decisions that affect the group. Although schools have a basic responsibility for the education of citizens, citizenship education is not confined to the public schools. It is an ongoing process that occurs in all aspects of society. Families, neighborhoods, clubs, alleys, PTA's, churches, and corner grocery stores are examples of the variety of settings in which citizenship education occurs. However, public schools are mandated with providing the formal environment for this task. The fundamental principles upon which democratic forms of government are based necessitate an enlightened, literate citizenry. The literature on education in the United States from Thomas Jefferson to Horace Mann to John Dewey abounds with the need to prepare youth with the basic skills and competencies of citizenship. The purpose of citizenship education is to prepare youth to be competent citizens of all groups to which they belong as well as their communities, state, and nation.

As society becomes increasingly complex, the task of preparing youth to meet the responsibilities of citizenship becomes more arduous. Schools must challenge themselves not only to teach about citizenship, but to provide a proving ground for students to test their knowledge and skills in a social setting. It is not enough to be able to say "my students know that . . . ;" we must be able to say "my students are able to . . . ."

Teachers, administrators, bus drivers, crossing guards, and everyone involved in schools must provide the role models for participation in democratic processes of our society. Adults cannot be expected to function as active, interested, viable citizens when as students they have had no chance to learn the fundamental knowledge, skills, and attitudes necessary to that participation. To the degree that schools function democratically, they model those democratic behaviors for students.

Students are citizens of their classrooms and schools. They need opportunities to learn how to participate as citizens in those settings. Instruction needs to be directed toward developing an awareness of the rights, respect, and responsibilities of citizenship. By having an opportunity to exercise one's rights and to accept responsibilities and the resulting consequences, the concept of democracy can be personally meaningful to a student. Through the meaningful exercise of the processes of democracy, respect for the strengths and weaknesses of those processes can be derived.

GOALS

Grounded in the fundamental principles of rights, respect, and responsibilities, citizenship education in Arizona's public schools will provide optimal opportunities for each individual to develop capacities for effective citizenship.

THE STUDENT WILL:

1. UNDERSTAND SELF IN RELATION TO OTHERS
   - in order to behave consistently with personal beliefs and values
   - while working with others in groups, recognizing and respecting the divergence of others' beliefs and values
   - thereby attaining personal goals without infringing on the rights of others;
2. UNDERSTAND THE WAYS PEOPLE ORGANIZE AND ADAPT
   - to cope with the accelerating forces of change
   - while using skills in interacting with others, recognizing the interdependence of groups and institutions
   - thereby improving the quality of life of the group while protecting and preserving the human rights of individuals;
3. UNDERSTAND THE DEVELOPMENT OF ARIZONA AND THE UNITED STATES
   - in order to act in accord with the fundamental tenets of the principles of our constitution and laws
   - while committing himself/herself to the protection of the individual and society based on those principles
   - thereby increasing his/her ability to fully utilize the processes of political, legal, and judicial systems in our society;
4. APPLY KNOWLEDGE IN MAKING RATIONAL CIVIC DECISIONS
   - to promote his/her interests through group action based on the processes of critical thinking
   - while applying the standards of justice and ethical behavior
   - thereby resolving conflicts and achieving goals for the mutual benefit of self and others.

OPERATIONAL STATEMENT

Citizenship education as presented in this publication is not to be considered as a prescribed curriculum. To some extent it represents an attitude toward education. It includes a set of goals for citizenship education that can be, to varying degrees, met in any classroom. Though much of the substance or data relevant to citizenship studies is more germaine to the social studies or language arts classroom, this is not meant to be a limiting factor.

In order for citizenship education to be relevant to today's school setting, citizenship education must meet four criteria. It should:

1. Focus on aspects of group living that are personally meaningful for students;

2. Help students learn to deal with enduring tasks of democratic life;

3. Complement social studies instruction and coordinate with other areas of the curriculum; and

4. Reflect and accommodate the diversity in American society.

The objectives of citizenship education are directed toward students becoming rational decision makers. Rationality is based on having a thorough background of knowledge. The four competencies identified in this publication are grounded in this position. The competencies progress from knowledge of self, to relating to others and how people organize and adapt, to knowledge of the broader world of state and nation, and finally to the application of knowledge to decision making. These four competencies are not discreet; it is through their interrelatedness that relevance and meaning can be derived by the student.

Students need to use data, not just consume it. As much as possible, students should be able to practice democratic skills in real or realistic situations. The ideal situation might involve students making important decisions, implementing their decisions, and accepting the consequences of those decisions. This should not be construed to advocate an abdication of authority on the part of the teacher or other school personnel. Nor does it mean that citizenship education could only occur in a purely democratic setting. It does reemphasize the point that practicing democratic skills in an authoritarian setting is likely to result in negative attitudes toward participatory citizenship. The degree to which teachers and schools can realistically function in democratic ways will vary with each situation.

The intent is for citizenship education to occur through the process of infusion into the existing curriculum rather than create one more thing to do by introducing a new "subject."

Citizenship education can occur at every grade level. It is as important for primary-age children to begin to develop an understanding of democracy as it is for the high school senior who will soon reach the age of majority. Activities representative of participatory citizenship can not only serve to remove the teacher from being constantly "at the front of the classroom" but can enable the entire class to reach out into the community.

The relationship of citizenship education to social studies is an important one. Many skills included in this publication relate directly to the curriculum of the social studies. The intent is to complement the social studies curriculum, not to supercede it. The social studies' broad domain of social participation is the ultimate goal of citizenship education. Also, it should be noted that communication skills as a separate competency are omitted from this publication. This is because in Arizona, Communication along with Computation and Citizenship is defined as a basic skill, and a publication similar to this has been developed. Care has been taken to assure compatability of the two publications without being redundant. You are urged to refer to *What Every Child Should Know . . . Language Arts* for ideas and activities in the areas of listening, speaking, reading, and writing.

Groups to which students belong and with whom individual students interact are increasingly diverse. Citizenship education needs to develop those awarenesses and skills that enable students to understand and effectively associate with those who are different from themselves as well as with those who are like themselves. Within the pluralism of society in the United States those common bonds of citizenship must be found and supported for the benefit of all citizens.

A TEACHING PERSPECTIVE IN CITIZENSHIP

The key to the success of citizenship education, as with any other curricular focus, is the teacher. The development of a democratic atmosphere for learning has been stressed earlier in this publication. Organizing a classroom to function democratically is easier said than done. Success is constrained by previous experiences of both the students and the teacher. Many students have learned at a very early age to unquestioningly accept, expect, and acquiesce to authority. The teacher is the authority in the classroom and rightfully so. However, the challenge is for the teacher to exercise that authority to nurture the skills, attitudes, and behaviors in students necessary for them to be able to learn to work together.

Students must be taught the skills of working with others and have the opportunities to practice those skills if they are to be expected as adults to be competent participatory citizens. Opportunities for group work are essential for citizenship education. Implied in this are opportunities for students to succeed, to approximate success, to fail, and to accept the consequences of their efforts. Critical to organizing the democratic classroom is the teacher's uses of control. A democratic classroom is one that is safe for the students. Tolerance and respect for the ideas, beliefs, and the rights of all the citizens of the classroom are important.

Students learn quickly what behavior is appropriate by the way the teacher behaves toward them. The role of the teacher in citizenship education is more that of the practicing attorney than of the judge and jury. The teacher should teach and model the skills of critical thinking by asking questions that allow for students' critical responses. Observation, recall, and comprehension questions are important foundations, but learning must progress to the higher skills of analysis, synthesis, evaluation, and judgment.

Relevance is the key to effective student participation. The school and the classroom are the relevant social worlds of the student. Social issues of the larger communities of city, state, nation, and world must be brought into perspective through the more immediate social concerns of the students. Often the world's wars are considered at great length while the fights on the elementary school playground and the youth gangs among teenagers are ignored as significant events worthy of study. Consideration of the social problems of pollution, crime, and world hunger can be balanced with consideration of the litter on campus, legal rights of students, and the wasted food in the cafeteria.

It is through the integration of the processes, problems, and knowledge of the larger world into the daily lives of students in the community of the school that the skills, attitudes, and behaviors of the effective citizen can be taught.

UNDERSTAND SELF IN RELATION TO OTHERS

Citizenship behavior has been defined as any individual action, whether done alone or with others, that has consequences to the group. In order for an individual to behave rationally, that individual needs to be self-aware and aware of relationships to others.

Recognition of one's own attitudes, beliefs, and values is important to self-awareness. Behavior based on that recognition needs to be tempered with an understanding of others' attitudes and beliefs.

Instruction directed toward developing ability in this competency needs to allow for personal choice, and opportunity for interaction between students so they can begin to be aware of each others' point of view.

NOTE: An X under any of the four instructional levels indicates focus/emphasis of instruction for a particular skill. A skill may be introduced earlier or continued at a higher level. Instructional level is not to be equated with grade level.

	P	I	JH	SH
EVIDENCE ABILITY IN:				
EXAMINING PERSONAL BELIEFS, VALUES, AND BEHAVIORS				
1. Identifying personal beliefs, values, and behaviors and their relationship to those of others.	X	X	X	X
2. Recognizing strengths developed through personal beliefs, values, and behaviors.	X	X	X	X
3. Recognizing internal conflicts in personal beliefs, values, and behaviors.		X	X	X
4. Identifying behaviors which will result in feelings of self-worth.	X	X	X	X
5. Recognizing that personal goals *can be* attained without infringing on the rights of others.	X	X	X	X
6. Identifying criteria for judging personal goals.		X	X	X
INTERACTING IN GROUPS IN VARIOUS CAPACITIES				
1. Recognizing divergent roles in a group.		X	X	X
2. Recognizing emotions operating within a group and allowing for their expression.	X	X	X	X
3. Recognizing that individual behavior seldom has only one consequence.			X	X
4. Recognizing the need for the expression of different values, beliefs, and ideas.	X	X	X	X
RELATING WITH PEOPLE HAVING DIFFERENT PERSPECTIVES				
1. Identifying diversities.	X	X	X	X
2. Identifying other groups' contributions.		X	X	X
3. Identifying behaviors and attitudes that alienate others.	X	X	X	X
4. Listening empathetically to others point of view.	X	X	X	X
5. Working with others until a task is completed.	X	X	X	X

P = Primary
I = Intermediate
JH = Middle School/Junior High
SH = Senior High

UNDERSTAND THE WAYS PEOPLE ORGANIZE AND ADAPT

As citizens, each of us is a member of a local community, a state, a nation, and a world community. We live in a world of limited resources; it is a world that is becoming increasingly interdependent in the management of those resources.

An effective citizen is one who can individually and collectively organize and adapt to meet new conditions. As change continues to accelerate, people must learn ways of coping with change. They need to be able to organize to solve new problems and meet new needs. Awareness of the interdependence must be heightened.

Citizens of this country will interact and increasingly be affected by events across the world in the future. Understanding of other people and cultures no longer is a textbook exercise but a daily need in the lives of people.

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	P	I	JH	SH
EVIDENCE ABILITY IN:				
RECOGNIZING THE FORCES THAT SHAPE INDIVIDUAL HUMAN BEINGS				
1. Describing effects of heredity and environment on behavior.			X	X
2. Describing developmental processes common to all human beings.		X	X	X
3. Identifying how behavior modification is used in everyday life.			X	X
4. Interpreting the roles that individual behavior plays in the behavior of others.		X	X	X
RECOGNIZING THE INTERRELATEDNESS OF HUMAN SOCIETY AND ENVIRONMENT				
1. Analyzing how the activities of all human beings affect the earth's environment.		X	X	X
2. Interpreting how the satisfaction of human needs depends directly or indirectly on the earth's natural resources.		X	X	X
3. Interpreting the relationships and changing nature of institutions, groups, and individuals.			X	X
4. Describing why human beings form institutions and groups.	X	X	X	X
5. Describing how the natural environment includes human beings and is an integrated, finite system.		X	X	X

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	P	I	JH	SH
IDENTIFYING RELATIONSHIPS BETWEEN AND AMONG INDIVIDUALS AND GROUPS				
1. Identifying the variety of institutions and groups people form and the functions of these institutions and groups.			X	X
2. Identifying the variety of roles one can have within a group and the reasons for those roles.	X	X	X	X
3. Identifying how the roles within a group may be assigned or achieved.		X	X	X
4. Recognizing that there are important values and behaviors that develop outside of the influence of the group.		X	X	X
5. Recognizing that multiple loyalties and responsibilities result from belonging to a variety of groups.		X	X	X
6. Recognizing the importance of self-confidence and self-esteem in carrying out responsibilities within groups.	X	X	X	X
7. Recognizing that individuals may have different roles in different groups.	X	X	X	X
8. Identifying the possible advantages and disadvantages of belonging to a variety of groups.		X	X	X
9. Recognizing the use of measures such as incentives, threats, acceptance, rejection, sanctions, and rewards by groups.		X	X	X
10. Identifying the ways different groups react to similar social issues.		X	X	X
11. Identifying ways groups can be interdependent.	X	X	X	X
12. Identifying ways that groups can cooperate and compete.	X	X	X	X
13. Identifying types of conflicts among groups and the ways that groups resolve conflict.	X	X	X	X

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	P	I	JH	SH
IDENTIFYING RELATIONS BETWEEN (continued)				
14. Analyzing how individual perceptions and actions are influenced by the values and behavior patterns of groups with which individuals identify.		X	X	X
15. Describing ways that people are interrelated ecologically, economically, politically, socially, technologically, and historically.			X	X
DEVELOPING AWARENESS OF GLOBAL CONCERNS AND COMMITTING ONESELF TO HUMAN RIGHTS				
1. Identifying common concerns of people around the world.	X	X	X	X
2. Identifying possible worldwide effects of decisions made by individuals, communities, and nations.		X	X	X
3. Describing some of the historical developments that have contributed to or impeded human rights.		X	X	X
4. Showing concern for the well-being and dignity of others.	X	X	X	X
5. Describing statements of basic human rights found in oral tradition and in documents such as constitutions, declarations, and treaties.		X	X	X
6. Being aware of the similarities and differences in the concepts of human rights in various parts of the world.		X	X	X
7. Contrasting the similarities and differences between stated and actual human rights in various parts of the world.			X	X
8. Recognizing that peoples and cultures can be different without being inferior or superior to our own.		X	X	X

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UNDERSTAND THE DEVELOPMENT OF ARIZONA AND THE UNITED STATES

Instruction in this competency seeks to provide the student with a background of political and historical heritage. Understanding the what and why of our governmental processes is the foundation of developing the ability to act in accordance with the principles and laws of the state and nation.

However, the key to competence in this area is the ability to apply that knowledge. Students need problems to solve and opportunities to translate a factual understanding of the government into real or simulated life situations.

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	P	I	JH	SH
DEMONSTRATES ABILITY IN:				
IDENTIFYING PRINCIPLES AND PURPOSES OF THE UNITED STATES				
1. Identifying various interpretations of the purposes of governments (national, state, local, and tribal).		X	X	X
2. Describing the basic historical reasons for the development of the United States government.	X	X	X	X
3. Interpreting the basic political principles expressed or implied in the Declaration of Independence, the Constitution, court decisions, and laws.		X	X	X
4. Identifying similarities and differences between the principles and purposes of the political system in the United States and that in other nations.			X	X
DESCRIBING THE PRINCIPLES, THE ORGANIZATION, AND OPERATION OF THE GOVERNMENTS IN ARIZONA AND THE UNITED STATES				
1. Identifying the organization and function of the executive, legislative, judicial branches, and independent regulatory agencies of federal, state, local, and tribal governments.			X	X
2. Interpreting the changing roles of various levels and branches of government.			X	X
3. Relating state, local, and tribal governments to the federal government.			X	X
DESCRIBING DECISION MAKING PROCESSES IN ARIZONA AND THE UNITED STATES				
1. Identifying influences on governmental decision making.			X	X
2. Describing how decisions made by the various branches and levels of government are interdependent.				X

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	P	I	JH	SH
DESCRIBING DECISION MAKING (continued)				
3. Describing the consequences of the range and importance of decisions made by the various branches and independent regulatory agencies of the state and federal governments.				X
4. Comparing the informal and the formal legislative processes.			X	X
DESCRIBING ELECTORAL PROCESSES IN THE UNITED STATES				
1. Describing the development and role of political parties.			X	X
2. Describing qualifications for public officials.		X	X	X
3. Describing election procedures.	X	X	X	X
4. Identifying how public officials can be held accountable or removed from office.			X	X
5. Describing registration and voting procedures.		X	X	X
6. Analyzing voter behaviors.			X	X
RELATING THE BASIS AND ORGANIZATION OF THE LEGAL SYSTEM TO THE RIGHTS OF INDIVIDUALS				
1. Recalling specific constitutional rights and liberties guaranteed in the United States Constitution and the Arizona Constitution.		X	X	X
2. Describing how laws can be changed.			X	X
3. Describing purposes of laws.	X	X	X	X

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	P	I	JH	SH
RELATING THE BASIS (continued)				
4. Analyzing situations in which rights have been denied to various groups and individuals.			X	X
5. Interpreting how an individual's rights may conflict with those of another individual or with the general welfare.		X	X	X
6. Identifying basic federal, state, and local regulations that protect consumers.	X	X	X	X
7. Interpreting the factors that might affect justice, and the changing concepts of justice and punishment.				X
8. Describing how legal and judicial decisions are made and how conflicts in laws or principles are resolved.			X	X
9. Identifying the limitations of formal legal processes in settling disputes.			X	X
COMMITTING ONESELF TO SUPPORTING JUSTICE AND RIGHTS OF ALL INDIVIDUALS				
1. Encouraging ethical and lawful behavior in others.	X	X	X	X
2. Recognizing that complying with local, state, and federal laws is required until they are changed.	X	X	X	X
3. Opposing unjust or unworkable laws and unjust or incompetent authority by legitimate means.			X	X
4. Defending rights and liberties of all people.	X	X	X	X
5. Supporting equal opportunity in areas such as politics, housing, education, employment, and recreation.	X	X	X	X

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	P	I	JH	SH
DESCRIBING MAJOR SOCIAL CHANGES THAT HAVE OCCURRED IN AMERICAN SOCIETY				
1. Interpreting the impact of technology on society.		X	X	X
2. Interpreting changes in racial/ethnic relations.		X	X	X
3. Analyzing changes in sex roles, family, work and population patterns, education, and religious institutions.	X	X	X	X
4. Interpreting persistent social problems.			X	X
COMMITTING ONESELF TO PARTICIPATING IN COMMUNITY SERVICE AND CIVIC IMPROVEMENT				
1. Recognizing that individual civic action is important.	X	X	X	X
2. Recognizing issues that call for group action in addition to individual action.	X	X	X	X
3. Actively working for improvement of conditions by applying personal skills.	X	X	X	X
4. Recognizing that participating in government is a way of protecting one's interests.	X	X	X	X

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APPLY KNOWLEDGE TO MAKING RATIONAL CIVIC DECISIONS

This competency focuses on the development of rational thinking skills. While the first three competencies seek to develop awareness and understanding of individuals, groups, and institutions, this competency is concerned with applying that awareness and understanding within a rational decision making scheme.

Where the first three competencies have a knowledge base, this competency has a skill base. Knowing how to acquire and organize information, identify priorities and criteria, making judgments and decisions, and working with others are basic skills of the effective citizen.

Integration of activities for citizenship can be accomplished through combining the skills from this competency with the knowledge objectives from the others. The ability of the individual to make use of knowledge and skills is the criteria upon which effective participatory citizenship is evaluated.

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Compet	P	I	JH	SH
EVIDENCE ABILITY IN:				
ACQUIRING AND ORGANIZING INFORMATION FOR RATIONAL CIVIC DECISIONS				
1. Identifying civic issues and their relevance to one's own life.	X	X	X	X
2. Distinguishing between wants and needs.		X	X	X
3. Identifying values that are involved in civic decisions.	X	X	X	X
4. Obtaining skills in finding information about civic issues.		X	X	X
5. Identifying relationships (e.g., similarities and differences; cause and effect; quantitative; sequential; locational, etc.)		X	X	X
6. Identifying and correctly using inferences, facts, opinions, and value judgments.		X	X	X
7. Identifying verbal and nonverbal clues (e.g., sequence, type of print, map projections, symbols, tone of voice, figure/ground relations, frame of reference, stated and unstated assumptions, author bias, body language, etc.).		X	X	X
8. Interpreting information, especially from books, maps, charts, graphs, and tables.		X	X	X
9. Translating information from one form to another without changing meanings.		X	X	X
10. Arranging along a continuum (e.g., from largest to smallest; chronologically; by distance from a given point, etc.).	X	X	X	X
11. Categorizing information according to given or developed criteria.	X	X	X	X

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	P	I	JH	SH
ACQUIRING AND ORGANIZING (continued)				
12. Recognizing propaganda, bias, prejudice, logical fallacies, ethnocentrism, mind sets, etc.		X	X	X
13. Summarizing by stating trends, patterns, or key ideas.		X	X	X
14. Organizing isolated elements to form a whole.		X	X	X
15. Distinguishing between goals and means			X	X
PERSONAL INVOLVEMENT IN CIVIC ISSUES, DISCUSSIONS, AND POLICIES				
1. Identifying rights and responsibilities in a given situation.	X	X	X	X
2. Identifying constraints on actions.	X	X	X	X
3. Identifying consequences of actions to self and others.	X	X	X	X
4. Assessing priorities.	X	X	X	X
5. Predicting realistic outcomes.	X	X	X	X
MAKING JUDGMENTS, DECISIONS, AND SOLVING PROBLEMS				
1. Identifying criteria on which to base judgments about decision making and problem solving processes.		X	X	X
2. Defining issues and goals.		X	X	X
3. Identifying alternative solutions/hypotheses.		X	X	X
4. Selecting the hypothesis that best meets the criteria.		X	X	X
5. Predicting the consequences of alternatives.		X	X	X

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	P	I	JH	SH
MAKING JUDGMENTS, DECISIONS (continued)				
6. Developing experiments to test the hypotheses.		X	X	X
7. Evaluating results of experiments or other predictive tests.		X	X	X
8. Reevaluating the process if goals have not been met or new information is introduced.		X	X	X
9. Finalizing statements of decisions or solutions.		X	X	X
10. Devising of specific action plan if appropriate.		X	X	X
PROMOTING ONE'S INTERESTS WITHIN INSTITUTIONS AND COOPERATING WITH OTHERS TO ACHIEVE MUTUAL GOALS				
1. Recognizing one's interests and goals.	X	X	X	X
2. Identifying alternative strategies for achieving goals.	X	X	X	X
3. Accepting and advocating adversary positions within a group.			X	X
4. Applying various roles in group experiences.	X	X	X	X
5. Encouraging others to express views, opinions, and perceptions.	X	X	X	X
6. Using assertiveness to promote and protect one's interests.	X	X	X	X
7. Interacting with others using the processes derived from the democratic principle that people who have to abide by decisions have the right to help make those decisions.	X	X	X	X
8. Using legal remedies including grievance procedures in protecting rights and interests.				X

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Evaluation of students' effectiveness as citizens can be viewed as having three foci:

1. The ability to gather and organize information;
2. The ability to apply knowledge to making decisions; and
3. The ability to work cooperatively with others in group settings.

The first focus is on the comprehension of knowledge. Can the students observe, describe, recall, compare, classify, analyze, interpret, and synthesize? Evaluation at this level is on the students' ability to use the cognitive functions to demonstrate their understanding of information. This would include students' ability to comprehend facts, concepts, and generalizations.

The second focus is on using knowledge to make rational civic decisions. The use of the term rational implies a concrete cognitive process. Can the students infer, generalize, hypothesize, predict, evaluate, and judge? Evaluation at this level assumes comprehension of information, but it is not divorced from analysis procedures. Making decisions and solving problems demands the use of the skills of analysis, requires the application of some standard or criteria and requires reexamination to resolve conflicts.

The third focus is on social participation. This is a difficult area to evaluate because of the difficulty in distinguishing individual student's contributions. One alternative is to assess a student's ability to perform a specific group function. Can the students observe, support, advocate, facilitate, and organize? Another consideration regards students' attitudes. Is a student's attitude generally positive or negative, interested or apathetic, trusting or cynical, sociable or alienated? These are not to be viewed as discrete choices, but points on a continuum. Another approach is when students are asked to perform specific group roles and demonstrate observable attitudes. Constructive, positive criticism can be given by other students or the teacher. It must be noted, however, that because of its sensitivity and subjectivity, this approach demands caution on the part of the teacher to insure the safety of the students. Evaluation necessitates use of a variety of data gathering procedures such as questionnaires, interviews, anecdotal recordkeeping, and formal observation systems as well as the traditional testing methods.

The process of evaluating students' competencies as citizens is itself a decision making process. Whatever instruments are used, teacher evaluations of students' competencies should be models of the best uses of decision making skills. It is encumbent upon teachers to use the same processes of critical thinking in evaluation of students that are expected of students in demonstrating their abilities as citizens.